



Early Years Foundation Stage Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 24: Every child has the right to the best possible health.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>.

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Definition of Terms

Throughout this policy the *Early Years Foundation Stage* (EYFS) refers to the learning and development requirements and welfare requirements that early years providers must comply with. At St. Ann's Church of England Primary School this takes place in Reception. Children transfer from preschool settings or home to an EYFS class from the beginning of the Autumn term following their 4th birthday.

The *key person* refers to the named member of staff assigned to an individual child to support their development and act as the key point of contact with that child's parent/ carer.

All of the adults who work with the children are referred to as *practitioners*.

The word *parent* includes any individual who has parental responsibility for a child; or has care of a child.

The term *provision* is used to describe the provision of learning, development and care for a young child.

The term *assessment* refers to practitioners making professional judgements about children's achievements and deciding on the next steps in learning. This takes place through the observation of children and making notes when necessary. This information will also be used to inform parents about how children are progressing.

(These definitions are taken from 'Statutory Framework for the Early Years Foundation Stage: For group and school-based providers 2024').

The reception classes both follow the statutory EYFS Statutory Framework (DfES 2024) and complete the EYFS Profile (2024).

The School Values and Beliefs

'Together, we aim high; with God's love we can fly.'

At Rainhill St Ann's Church of England Primary School we are committed to overcoming all barriers to learning and raising standards in all areas of school life. We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils. We recognise and value the varied life experiences and needs of our children. Our school is one in which the teaching, learning, achievements, attitudes and well-being of each child matters. We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the local community, by responding to diversity and by nurturing an understanding of difference within our staff and children. St. Ann's Church of England Primary School strives to establish inclusive values by having high expectations for all pupils, by valuing all children and through the sharing of the same philosophy by all staff, St Ann's School Committee and parents/carers alike.

At St. Ann's Church of England Primary School we show how much we value everyone by:

- Inviting parents to mentoring conversations to discuss their child's learning and how they can support their child at home.
- Providing coffee mornings and celebrations of focus days/ weeks where children can share their learning and parents have chance to ask questions.
- Hosting parent workshops and other meetings.
- Our Parent Forum.
- Having a weekly Worship through Praise
- Providing regular school committee mornings
- Our strong links with St Ann's Church

This policy was created in consultation with; staff, parents/carers, the SENCO, Director of Early Years, pupils of St. Ann's Church of England Primary School and St Ann's School Committee.

Aims and Objectives

At St. Ann's Church of England Primary School, we believe that by the end of the Early Years Foundation Stage, children should be resilient, self-assured, strong, responsible and independent learners. We aim to help our children to develop into happy and healthy well - rounded individuals who possess skills for the ever - changing world in which we live, have a thirst for life-long learning and who make a positive contribution to society.

Our aims are facilitated through:

- Committed, enthusiastic and reflective practitioners with a breadth of knowledge, skills and understanding.
- A thorough understanding of the individual child and the diverse ways and rates in which children develop and learn.
- On-going training for practitioners in order to ensure all children's needs, learning styles and interests are fulfilled.
- Demonstrating and continuously improving our work with parents, carers and the wider community.
- Supporting children's development in all areas of learning.
- Working collaboratively with other professionals within and beyond the setting.
- Striving to develop secure relationships between children and staff and staff and parents in ways which are positive, sensitive and non-judgmental.
- Providing a stimulating learning environment which supports and extends learning and enables children to realise their full potential.

At St. Ann's Church of England Primary School we believe that education for Early Years Foundation Stage pupils should be a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

Objectives

- To provide high quality, effective Early Years education that promotes children's physical, intellectual, emotional and social development.
- To ensure that all children feel included, secure and valued but also promoting the child as an individual.
- To build on what children already know and can do, supporting and extending their knowledge, skills, understanding and confidence and helping them to overcome any disadvantage.
- To ensure that no child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- To work in partnership with parents in an atmosphere of mutual respect within which adults and children can have security and confidence.
- To plan an effective Early Years curriculum which takes account of children's different starting points; matches the different levels of young children's needs and provides opportunities for planned and purposeful play both indoors and outdoors.
- To provide opportunities for children to engage in activities planned by adults and also those they plan or initiate themselves.
- To provide a rich and stimulating, well planned and well organised learning environment which encourages children to be independent learners
- To observe and respond appropriately to children, informed by a knowledge of how children develop and learn.
- To provide high quality care and education which promotes effective learning and development for young children.
- To foster strong links and good communication with all pre-school providers, other local schools and the wider community which we serve.
- To ensure that practitioners have access to training to keep them informed about current early years practice e.g. the curriculum and requirements for implementation, children development.
- To introduce the children to the Christian Faith and to nurture the children's social, emotional, moral and spiritual background.
- To develop an awareness of the school's expectations for behaviour.

Admissions

The Early Years Foundation Stage caters for 60 children with an adult ratio of 1:15.

There is not a nursery attached to our school. Instead children transfer from either home or a variety of pre-school settings which we have forged excellent links with. These settings include Rainhill Community Nursery School.

Admission arrangements are determined by the Trust of the schools in consultation with the Diocesan Board of Education, the relevant Local Authority and other admission authorities in the relevant area.

The Admission Number for the reception year intake at St Ann's Church of England Primary School is 60.

Children are admitted to the reception class in September following their 4th birthday.

After the admission of pupils with an Education, Health and Care Plan which names the relevant school and where there are more applications than places available the Directors of the Trust will apply the following over-subscription criteria:

1. Looked after children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order 1 including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children who have a brother or sister at the school at the time of likely admission. This includes full, half or stepbrothers and sisters, adopted and foster brothers and sisters or a child of the parent/carer's partner, and in every case who is living at the same address and is part of the same family unit.
3. Children whose parent(s) regularly attend a Church of England church. (A parent is any person who has parental responsibility or care of the child.) Regular attendance shall be defined as public worship for at least once a month and for at least 2 years before application. This would need to be confirmed in writing by a member of the clergy or a church officer and submitted by the parent with their application form. In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.
4. Children whose parent(s) regularly attend another Christian church that is a member of Churches Together in Britain and Ireland (www.ctbi.org.uk) or a place of worship which is associated with the UK Interfaith Network (www.interfaith.org.uk). (A parent is any person who has parental responsibility or care of the child.) Regular attendance shall be defined as public worship for at least once a month and for at least 2 years before application. This would need to be confirmed in writing by a member of the clergy or a church officer and submitted by the parent with their application form. In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admissions arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.
5. Other children.

1 A looked after child is a child who is (a) in the care of a local authority, or (b) is being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2 A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. Applications must be supported with appropriate evidence that the child has been adopted from state care.

It may be necessary to apply a combination of the above criteria.

Promoting Equality of Access and Opportunity

Equal opportunities are provided for all the children and adults in the school. The children are encouraged to be sensitive to the needs and feelings of others and to understand, value and respect protected characteristics such as other cultures and beliefs, differences in race, ethnicity, gender, class, religion, ability and disability, age, sexual orientation of those in the immediate and wider environment.

- The whole environment (indoors and outdoors) is available and accessible to all the children
- A positive learning environment has been created which reinforces equality of opportunity for all the children and adults in the school
- All children have access to a broad and balanced curriculum
- A variety of learning and teaching styles are encouraged in order to facilitate personalisation and to cater for children's individual needs
- The curriculum is planned to cater for children's different starting points, building on what they can do and matching their individual needs
- All materials and resources are monitored to ensure they are free from bias and prejudice, challenge traditional stereotypes and promote positive images of all sectors of the community

Children with Special Educational Needs and Disabilities

This policy is consistent with the School SEN policy and DfE SEN Code of Practice.

At St Ann's Church of England Primary School practitioners plan for each child's individual requirements, including those who need additional support or have particular needs or disabilities. The focus is on removing barriers for children where these already exist and on preventing learning difficulties from developing.

Early Years practitioners have a key role in working with parents to identify learning needs and respond quickly to any area of particular difficulty, and to develop an effective strategy to meet these needs, including the use of individual support plans, so that later difficulties can be avoided.

Early Years practitioners will work closely with parents, Headteacher, the school SENCO, Educational Psychologists and other external agencies to provide the best learning opportunities for all children.

On entry into EYFS a statutory Baseline Assessment is carried out within the first six weeks of school. An individual profile is also started for each pupil. This profile, together with regular observation and assessments, and use of the publication *Development Matters* will support the early identification children with special educational needs. Assessment profiles will be reviewed and updated regularly and used to inform individual education plans and monitor individual children's progress. Children with SEN will be placed on the school's SEN register.

The special educational needs register will be regularly updated by the SENCO in liaison with the child's teacher. The teacher, Early Years Manager, SENCO and parents will meet half termly to review the progress of children on the SEN register.

Practitioners will take specific action to help children with SEN to make the best possible progress by:

- Using alternative forms of communication
- Using visual and written materials in different formats, including large print and symbol text, ICT, other technological aids and taped materials
- Using materials and resources that children can access through sight, touch, sound and smell
- Providing increased adult support for physical and practical activity when needed
- Adapting activities or environments, providing alternative activities, and using specialist aids and equipment where appropriate
- Establishing clear boundaries for children with behaviour difficulties through setting reasonable expectations that have been discussed with the child and with parents and carers.

- Encouraging and promoting positive behavior, giving children every chance and encouragement to develop the skills they need to work well with another child or children
- Helping children to manage their behaviour and to value and respect their own contributions and that of others
- Work alongside other agencies such as Speech & Language Services, Behaviour Improvement Team etc.

Parents as Partners

At St Ann's Church of England Primary School, we recognise that parents are children's first and most important educators. We aim to work in partnership with parents to enhance children's development and learning throughout the EYFS. A successful partnership requires a two-way flow of information, knowledge and expertise.

This will include:

- A school prospectus which includes names of all staff, information about organisation and daily routines, content of the educational programme, assessment and reporting to parents.
- Transition visits to school take place for children in July prior to starting school in September.
- Various detailed information booklets containing information concerning how to support your child at home
- Pre-entry parents' meetings, open days and parents' evenings
- Weekly EYFS newsletters with home tasks and suggestions for related activities. The newsletter also contains a comment slip which encourages parents to note concerns, opinions and ideas
- An annual parents' questionnaire which provides parents with an opportunity to air their concerns, opinions, wishes and ideas.
- Termly meetings with the headteacher during Parent Forum.
- Daily home/school reading records.
- Staff available to speak to parents at the end of each day.
- A variety of opportunities to work alongside children and practitioners in the classroom.
- Parental participation in fund-raising and social events throughout the school.
- Family Worship (including church services)
- Family learning e.g. workshops
- Stay and Play sessions. Parents are invited to attend an afternoon session to interact with their child in the setting.
- Other opportunities to show case learning e.g. celebrations at the end of a focus week/day.

Induction

A change of teacher, setting and rules and routines is a daunting experience for any 4-year-old. In order to minimise the stress and anxiety that can be caused by this transitional phase, at St Ann's Church of England Primary School we have a very effective procedure in place.

During the Summer Term prior to entry to EYFS, parents are invited to attend an evening meeting for new parents. The meeting aims to provide parents with details about the organisation of the day, routines, practicalities and parents also get to meet the EYFS staff, have a tour of the school and spend time in the Early Years setting.

During the final half term of the year before children begin school (July) children are invited to attend school for a week of transition sessions, where they familiarise themselves with their new setting and our members of staff. These will take place in either a morning or afternoon depending on the age of the child.

From September, the children are admitted on a part time basis for no more than 3 days. This half day will include lunch and children will finish school at 1pm. This provides the children with some familiarity (i.e most children will have attended pre-school for half days only), and also as a result of adapting to the change in setting, the children are often very tired after being in school for just this length of time. Half days allow the children to become secure and familiar with the expectations and routines of the setting. On entry the children are also divided into two classes of 30 to enable the EYFS staff and children to establish a close relationship as soon as possible. Classes are established during the first two weeks of school and will remain the same throughout the EYFS, however classes may change during their primary career if it is felt to be of benefit to the children and their education.

For a detailed explanation of our transition arrangements, please see our Transition Policy.

Foundation Stage Practitioners at St. Ann's Church of England Primary School

EYFS Manager
Class Teachers
Teaching Assistants

Typical Organisation of the School Day

Registration

Whole Class Focus – Understanding the World/ Physical Development/ Personal, Social and Emotional Development/ Expressive Arts and Design

Reading Sessions/ Talk for writing/ Handwriting

Phonics – RWI

Whole Class Focus - English

Small Group Focus Activities/ Enhanced Provision/ Child Initiated Play/ Opportunity for Observation for Assessment

Mastering Number

Lunchtime

Registration

Whole Class Focus – Maths

Small Group Focus Activities/ Enhanced Provision/ Child Initiated Play/ Opportunity for Observation for Assessment.

Fruit/ Key Worker groups/Story

Prepare for Hometime

Hometime

Whole class sessions will take place in each class designated quiet area. Focus activities take place either at each class focus area or in appropriate areas around the setting. At all other times children are encouraged to take part in teacher enhanced activities that are based in a variety of areas in the setting, as well as self-initiated activities that can take place in any of the continuous provision areas.

The Learning Environment

The learning environment is the physical space where children spend their time. It includes the classrooms, corridors, washrooms, entrance area, cloakrooms, displays and outdoor area. If there is a stimulating learning environment, young children's learning will be enhanced. Children are able to use available resources to explore at their own pace.

The learning environment is organised so that children can access the resources and put them away independently. The learning environment allows practitioners to work alongside children, to value what they are doing and to interact appropriately to support development and learning, rather than simply managing resources. Well-planned play, both indoors and outdoors, is a key way which young children learn with enjoyment and challenge. Therefore, the learning environment is designed to encourage and support play. There are a variety of spaces both indoors and outdoors where children can be physically active or quiet, for example looking at books or dancing. There are also areas with materials to investigate and to build; places where sand, water, and malleable materials are available and places where children can explore sound and colour.

Continuous Provision Areas

The EYFS Team along with the Senior Leadership Team rigorously monitors our provision. The EYFS team consisting of teachers and teaching assistants meet every half term to review EYFS provision and action plan.

Learning and Teaching

During the Early Years, children will be given the opportunity to develop their learning through playing, exploring, talking with each other and interacting with practitioners.

Practitioners will support children's learning through interacting, questioning, responding to questions, working with and observing children, assessing and reporting children's progress. This includes planning and creating the learning environment, organising time and use of resources to support and extend children's learning.

Strategies used in learning and teaching may be varied in response to children's individual needs and will include:

- Children being encouraged to initiate activities and learn from each other.
- Children being given time to explore their own ideas and interests in depth.
- Learning journeys will be encouraged and Floor books completed.
- Children being given the opportunity to learn in different ways and at different rates.
- Direct teaching of skills and knowledge through focused activities with clear specific learning objectives.
- Practitioners modelling appropriate use of resources and positive behaviour.
- Children being presented with opportunities to learn individually, in small and large groups.

Learning and teaching throughout EYFS will be promoted through planned and spontaneous play.

The learning environment and resources are planned and organised to support children's learning through play.

Well-planned and appropriately resourced provision areas will provide children with opportunities to explore and develop a range of skills, knowledge and understanding across all seven areas of learning.

We recognise that play is the most meaningful and appropriate way for young children to learn. Children learn through their play, particularly when supported by sensitive adults.

Children will be provided with a variety of practical experiences where they can actively learn in a meaningful, imaginative way.

They will be encouraged to take risks, find things out for themselves and make mistakes without feeling failure.

Evidence of children's learning through play will be recorded through written observations (including individual, group and learning stories), photographs and annotated samples of work. All forms of observations are used to assess what children know and can do and to inform the teacher's judgements when completing the Foundation Stage Profiles.

Areas of Learning and Early Learning Goals (ELGs)

The Early Years curriculum is organised into 7 areas of learning.

3 Prime Areas

- Personal, Social and Emotional development
- Communication and Language
- Physical Development

4 Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These 7 areas provide the framework for the Early Years curriculum. At St. Ann's Church of England Primary School, we recognise that all of young children's learning is not divided up into separate areas and that children can develop a number of skills, competencies and concepts through one experience.

The EYFS Framework has identified **Early Learning Goals (ELGs)** that establish expectations for most children to reach by the end of the EYFS.

The guidance also identifies **stages** of progress towards the early learning goals (age related) which help practitioners understand what the goals mean for young children throughout the Early Years.

The EYFS guidance also includes examples of what children do and guidance for how practitioners can support and consolidate children's learning as they achieve different stepping stones throughout the Early Years. Practitioners will use this guidance to help identify and provide for next steps for children's learning.

- **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity⁶, and to make healthy choices in relation to food.
- **Personal, Social and Emotional** development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through variety of activities in art, music, movement, dance, role-play, and design and technology

Characteristics of Learning

The characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes.

The EYFS profile commentary should consist of a brief paragraph explaining how the child demonstrates:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

The characteristics of effective learning are described below:

Playing and exploring – engagement

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences, which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

'Being willing to have a go' refers to the child:

- finding an interest
- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn

Active learning - motivation

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

'Keeping on trying' refers to:

- the importance of persistence even in the face of challenge or difficulties
- an element of purposeful control which supports resilience

'Enjoying achieving what they set out to do' builds on the intrinsic motivation that supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

Creating and thinking critically

'Having their own ideas' covers the critical area of creativity – generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

'Using what they already know to learn new things' refers to the way children use narrative and scientific modes of thought to:

- develop and link concepts
- find meaning in sequence, cause and effect

- find meaning in the intentions of others

‘Choosing ways to do things and finding new ways’ involves children in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies

Planning the Curriculum

At St. Ann’s Church of England Primary School planning incorporates the Early Learning objectives which have been developed to promote children’s progress towards and where appropriate beyond the early learning goals. The curriculum planning framework provides a model for delivering these early learning objectives through well planned, high quality, appropriate whole class, focus activities, enhanced/ continuous play - based provision.

Long term planning identifies opportunities to regularly promote early learning objectives through provision areas, core resources and routines that are continually available and part of children’s everyday routine. This promotes opportunities to accommodate the different ways children learn by planning for the same objective in lots of different ways and helps children consolidate their learning by revisiting the same objective many times.

Long term plans also include **provision area plans** that identify learning objectives which are promoted in each provision area. These also include details of resources, organisation, the role of the adult and examples of spontaneous play for each area of provision.

Medium term planning focuses on what we want the children to experience and learn over a period of half a term. Medium term plans identify key objectives for all areas of learning for the half term. These are reviewed as the half term progresses and may be revised in the light of children’s responses and taking account of unexpected possibilities and unforeseen opportunities. Practitioners cannot predict the focus for medium term planning for a whole year in advance as medium term plans will also need to respond to children’s needs, interests and the ‘next steps’ in their learning.

Plans include additional resources and interactive displays which will be introduced into provision areas during the half term to promote medium term objectives for all areas of learning. Plans also detail more specific focus activities which are planned to promote key learning objectives. Focus activities will frequently develop knowledge, skills and understanding across more than one area of learning. More detailed plans for focus activities are developed through weekly/daily plans.

Assessment opportunities for the half term are also identified.

Short term planning covers a period of one week and outlines activities on a daily basis. This focus for weekly planning is informed by observation and assessment of the children and by evaluation of the previous week’s experience. It also identifies how continuous provision will be enhanced i.e. additional resources required to cater for specific needs or interests. This planning system provides opportunities to reinforce, revisit and consolidate learning objectives in lots of different ways in response to children’s interests and needs.

Weekly/daily plans describe in detail the activities/experiences which adults will initiate to focus on specific learning objectives. Focus activities are carefully planned and include:

- The key learning objectives for the activity. This is not all that children will be learning from the activity but it is what the adult particularly wants to draw out of the experience.
- Which children and adults will take part or be targeted to participate in the activity
- The adult’s role – teaching strategies to be used
- Key questions and vocabulary. This will include differentiated use of language with different children.
- Observation/assessment opportunities – how we will know what the children have learned
- Special resources that are needed to develop the activity or experience

Weekly/daily plans also include an evaluation of: whole class progress; individual progress; and informs planning of next steps.

Observation and Assessment

The EYFS guidance requires practitioners to observe children and respond appropriately to help them make progress. The Profile is based on observation and ensures that every child leaves the Early Years with their strengths acknowledged and celebrated, and their needs and next steps in their learning clearly identified.

Informal observations identify the significant learning children make in everyday classroom activity and inform planning for the child our setting.

Structured observations focus upon aspects of learning, areas of provision or individuals in order to gain additional information to support planning and provision.

How can informational observations be supported?

Every day we watch and see spontaneous activity and evidence of significant learning as young children work and play in the classroom. Observation monitors the child's development in all areas of experience and learning and enables our staff to keep the whole child in focus. The evidence and information gathered is recorded in a manageable and meaningful way.

Observation Sheets

A variety of observation sheets record what learning is taking place, who is involved, where and what is needed next. The sheets are clear and useful for later analysis and reporting. Sheets are dated, easy to use and explain the context briefly. Observation sheets are used throughout the Reception year. The sheets also provide information on the characteristics of learning. Observations may be of individuals or groups. Longer observations may take the form of a Learning Story.

Labels

Post-it labels are a simple and effective way of recording informal observations. They are on-the-spot records of achievement that are dated, shared with the child and placed into the children's individual profiles. Labels provide an opportunity for immediate analysis and a sound source of evidence for later reporting.

Samples of Work

Children's work in all its structured or spontaneous forms is part of the observation process at St Ann's Church of England Primary School. Samples of work provide tangible evidence or important information about a child's thinking and level of achievement. Staff can analyse samples of work by annotation. Work is always dated and forms part of the children's ongoing profile.

Photographs (Tapestry)

Photographs record achievements or evidence of learning that cannot be saved. Photographs are sometimes used in conjunction with sticky labels or other informal observations. They are dated and annotated and placed in the child's qualitative profile. They provide evidence for later analysis and report writing.

English and Maths Assessments

These assess children's knowledge of sounds, decodable and tricky high frequency words, weekly individual or guided reading. The children are regularly assessed to monitor their progress and attainment within Read Write Inc.

At St Ann's Church of England Primary School, we:

- Make systematic observations and assessments of each child's achievements, interests and learning styles
- Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.
- Match observations to stages of development and early learning goals found in the EYFS Profile

Early Years Assessment

The EYFS Profile 2024 is for all practitioners who work with government funded children in the final year of the Early Years Foundation Stage.

On entry assessment is carried out in the first 6 weeks of school. All children undertake the Reception Baseline Assessment (RBA) which is completed and electronically shared with the DfE (Department for Education).

In addition, information from parents and pre-school settings is used alongside the above to make judgements on the development stage of each child. At St. Ann's we complete all areas within the first 6 weeks to provide on-entry assessments of the children. The profile is about assessing for learning. The word 'profile' was carefully chosen, reflecting a highly appropriate approach to assessment. It is a picture of what a child has achieved, knows and can do. It has been designed to be built up over the final year of the EYFS by early years practitioners. Together with curriculum guidance for EYFS, it supports practitioners in providing a broad and motivating curriculum linked to clear expectations for children's learning – the early learning goals.

The EYFS Profile:

- Builds on the curriculum guidance
- Reflects the key role of skilful and well-planned observations in providing reliable assessment information on young children
- Reflects on the characteristics of learning in relation to each child
- Recognises the important contribution parents and children can make to assessment
- Has been developed drawing on the expertise of that same group of early education specialists who contributed to the development of the curriculum guidance
- Sets out a way of summarising young children's achievements at the end of EYFS and provides important information for parents and Year 1 teachers

On entry data and baseline tracking is used by the school to inform planning for the children in EYFS and compare cohorts on entry.

The Early Learning Goals in the curriculum guidance were not devised as assessment criteria. The Profile captures the Early Learning Goals as a set of 17 assessment scales. Early Learning Goals are presented individually or have been split or combined, where appropriate, for ease of use.

To complete the Profile by the end of EYFS, each item the child has achieved is recorded against Early Learning Goals (*the non-statutory Development Matters is used/referenced to as practitioner guidance*).

The tracking of each child's development stage is completed regularly using the evidence form ongoing assessment (see Observation and Assessment section above). From the Profile it is possible to see which stage a child has achieved in the autumn, spring, and summer terms. For each area of development, the child can be '*emerging*' or '*expected*'.

The Profile forms the basis for reporting to parents on a formal basis three times a year. Parents have an opportunity to see the progress their child is making and what they need to achieve next. Parents also have an opportunity to provide the class teacher with information about their child e.g. strengths, likes, interests, skills, abilities and so on. These comments are recorded on the Profile and included as part of the end of year report.

Parents are encouraged to speak with their child's class teacher throughout the year whenever necessary, and likewise teachers will do the same between formal reporting periods.

During the Summer Term the teachers also have one-to-one discussions with all the children about their feelings about schools, preferences, their favourite activities in school and what they think they are good at. These comments are again recorded in the Profile and included in the end of year report to parents.

Annual Report

The end of year annual report includes the following:

- A copy of each child's developmental stage against ELGs.
- A summative comment for each child.
- A comment on each characteristic of learning in relation to each child.
- Parents and children's comments collected throughout the year.
- The children's folder containing any paper-based work and photographs providing evidence of achievement in all seven areas of learning.

Results from the EYFS Profile are sent to the LA and collated and compared against other schools in the borough.

The evidence is used to identify any under/overachieving children and therefore the implications for Year 1 teachers. A formal handover is carried out and developments are discussed as well as Characteristics of Learning. The information also highlights the strengths and areas for development for the cohort as a whole.

End of year profile results are analysed by the EYFS Manager and areas for development for our EYFS are identified and addressed through the development of an annual action plan which is drafted alongside the EYFS Team and presented to the Headteacher at the beginning of the following academic year.

The Profile and Children with Special Educational Needs

The Profile has been developed to be inclusive, so that as many children as possible can be assessed against the statements contained within the Early Learning Goals. Inclusive assessment has been approached by:

- Enabling children to be assessed using their preferred mode of communication.
- Providing guidance on assessments for the Profile for children with a range of needs

Agreeing Assessment Judgements

Assessments are in accordance with the guidelines in the handbook. Apart from collecting evidence for individual children, a portfolio of observation and assessment exemplification will be gathered. The purpose is to provide evidence and material for the Trust moderation visits, which as a result will develop practitioners' interpretation and understanding of the criteria in the scales.

Staff Development

At St. Ann's Church of England Primary School we are committed to ongoing training and development for all our staff. All staff will be given the opportunity to attend relevant training courses responding to their interests and the needs of our school.

Monitoring and Evaluating Practice

At St. Ann's Church of England Primary School we regularly review our practice to celebrate our strengths and identify areas for improvement. Monitoring our Early Years Foundation Stage provision involves watching what is going on generally in the setting, talking with children, parents and staff, observing teaching and looking through children's individual portfolios. Once evidence has been collected, we then make judgements about the quality of what we have seen and recorded. These judgements are often made against agreed criteria and examples of best practice. As we make judgements, we are evaluating what we have seen. Once we have evaluated current practice, we can identify the aspects of practice that are strengths and also aspects that could be improved, these may be noted down in an action plan.

Dealing with complaints

The schools' Complaints Procedure is available on the Trust website. This document is also available upon request.

Reviewing the policy

Annotations and addenda may be deemed necessary from time to time as this is a working document which needs to be effective and all encompassing. Such additions will be considered for insertion/modification and, if necessary, application at the annual review in Autumn 2025.

St Ann's School Committee agreed this Early Years Foundation Stage Policy in January 2024 and it will be reviewed again in September 2025.

Additional Reading:

- Early Years Foundation Stage Profile 2024:
https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP_2024_handbook.pdf
- Early Years Foundation Statutory Framework: *for group and school-based providers* 2024:
https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf
- Development Matters 2023 (*Non-Statutory Curriculum Guidance for the Early Years Foundation Stage*)
https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf

Signatures

Signed..... Headteacher

Date

Signed Chair of School Committee

Date.....